

# Relationship between emotional intelligence and job satisfaction

Farzaneh Setoodeh Nezaad, Mohammad Reza Bahramzade

Payame-Noor University, Mashhad, Iran

## Abstract

These days, we have found out the ability of emotions in human life and we have found out role of emotions in human activities. In recent years, literatures gradually tend from logical intelligent to emotional intelligent. Since 90th, this concept has been used in management research. Thus, if managers and clerks have higher emotional intelligence, they can mix emotions and positive feelings, solve problems, by choosing suitable strategies, omit available conflicts, and rise job satisfaction. Consequently, this research tried to investigate relationship between emotional intelligent and job satisfaction. The sample study was clerks of water organization in Mashhad and included a random sample and sample determined based on Cochran formula of 80 people. All of analyses did by SPSS software and we used Excel software in order to draw the tables. We measured emotional intelligence and job satisfaction throughout using two standard questionnaires. Questionnaire of emotional intelligence had various questions which were based on 5-point Likert scale (from 1-strongly agree, to 5-strongly disagree). We tested normality by K-S test. Then, we used Pearson regression in order to investigate relationship between emotional intelligence and job satisfactions. Based on result of the research, significant relationship exists between self-confidence and job satisfaction. Moreover, as result of coefficient, regression is positive; the relationship is positive and significant. In other words, by increasing self-confidence of clerks, job satisfaction will increase. We concluded that for improving emotional intelligence of clerks it is necessary to pay attention to self-confidence and self-awareness more than to the other factors; on the other hand, two factors of self-awareness and self-confidence are related to individual behavior com-

ponents. Thus, we concluded that it is important to emphasize on individual behavior of people in order to improve emotional intelligence for increasing job satisfaction. Meanwhile, among individual behavior should more emphasize on self-awareness and self-confidence.

**Keywords:** Emotion, Emotional intelligent, Job, Job Satisfaction, Clerks.

## Introduction

All social sciences such as psychology science have two types of history: Real and true and formal history and edited. Real history of all social sciences particularly psychology science back to the beginning of creation, i.e. the first and the second human, namely Adam and Eve were created by the Creator. However, official history and development of each science comes back to specific time and land. Commence history of intelligence almost coincides with independence of psychology's history.

## Emotional Intelligence

Emotional intelligence is a new achievement of psychology and imports into management field and it includes use of perceptions and emotions of the people in making appropriate decision. Goleman (1995) argued that emotional intelligence and the capacity of human knowledge helps to identify and control your and others emotions and motivation. Furthermore, Goleman believe emotional intelligence is a skill which holder can be achieved through self-awareness, self-regulation through mental self-control and improve it. Through public awareness, we can understand their impact and the social skills to behave in a way that others raised their spirits.

Mayer and Salovey, (1997) described emotional intelligence as emotional promotion of knowl-

**Corresponding author:** Farzaneh Setoodeh Nezaad, Payame-Noor University, Mashhad, Iran. E-mail: [farzaneh.setoodeh@yahoo.com](mailto:farzaneh.setoodeh@yahoo.com)

edge, perception and regulation as well as general intelligence. However, this has to be harnessed to contribute to the organization's success.

Results of research's Carmeli (2003) indicate that emotional intelligence augment positive work attitude, altruistic behavior, work outcomes, and moderate the effect of work family conflict and career commitment but not effect on job satisfaction.

Baron and Parker (2000) provided a model with several factors. They believed emotional intelligence is a set of capability and ability and skills with outfit a person to adopt him/herself with successful environment in it. Furthermore, emotional intelligence has 15 dimensions. They believed emotional intelligence, skills develop and change in during the period, and it can develop by education and modified programs like therapeutic techniques.

Watkin 2000 found about impact of emotional intelligence and job improvement. Implication of emotional intelligence lead to develop and improve process of job making decision and emotional intelligence also has direct impact on sale. Moreover, people who have higher emotional intelligence have higher expert and performance.

Finally, we used emotional intelligent concept in field of human resources in organizations in order to pay attention to emotional intelligence plus special features. Therefore, we must pay attention that logical emotion is not only tool in comparing people. Since, we must consider emotional capability and understand our feelings and others. Therefore, in this study emotional intelligence variable is used as independent variable and job satisfaction as dependent variable. The sample study was clerks of water organization in Mashhad and included a random sample and sample determined based on Cochran formula of 80 people. We measured emotional intelligent and job satisfaction throughout using two standard questionnaires

N: Number of samples  $n=80$

N: Total number of samples  $N=400$

$p$ =Chance of common trait  $p=0.5$

$q$ = The lack of a common trait  $q=0.5$

$d$ = Chance of error  $d=0.05$

$Z=1.96$

### *Job satisfaction*

Job satisfaction has complex and multiple concepts and it has significant relationship with mental, physical and social variable. Job satisfaction has

significant relationship with mental factors. Someone who has job satisfaction can provide enjoyable and emotional adjustment. Job satisfaction is not achieved by only factor, but a certain combination of different factors such as income, social work values, condition of work place, psychological comfort and so on.

Job satisfaction is two types: External and internal job satisfaction, job satisfaction is achieved from two resources. Pleasures feeling from work also achieve some progress and results. External satisfaction is linked with conditions and job environment and is changing; however, internal factors are more persistent and stable than external factors. People are various in amount of job satisfaction. There has been numerous research and investigations about job satisfactions; however, basic concept of job satisfaction describes a clerk has numerous needs, if most of the needs are provided, clerks will be satisfied with job.

Researches in field of job satisfactions agree if level of job becomes lower, satisfaction will be lower. Although, money is important factor and main reason of job satisfaction, there are other factors, which provide unfamiliar occupational like job mismatch, lack of job interestingly, non-permanent and lock of progress.

Self-awareness and self-esteem:

Each person has conceptual distinct from other people and objects, this concepts and perception is included our roles and our groups. Recognition ourselves is repeated in pioneering theory of professional development. In every age it has been emphasized that people know who they are, therefore, they can achieve their interests.

### *Job satisfaction and performance*

One of controversial issue of job satisfaction is relationship between performance and job satisfaction. There are 3 attitudes about job satisfaction:

— Job satisfaction increases performance

— Performance of job provides job satisfactions

— There is not intrinsic connection between job satisfaction and performance; however, reward is interfering variable.

Results of research indicate that the second attitude somewhat has been approved. Therefore, higher performance leads to higher satisfaction. Whereas, the third attitudes that reward factor use as interfere variable between performance and job satisfaction. It means that job satisfaction is not as result of

performance. Literature of job satisfaction and performance and it can be concluded that significant relationship exists between two phenomena. In fact, there is significant and reverse relationship exists between job satisfaction and performance. The two researches determined that job satisfaction is as re-

sult of process of motivation. Based on this attitude, motivation is actions, behavior and power steering, meanwhile job satisfaction is Station or reward behavior. When member of organizations are satisfied from job, they will have less absenteeism, turnover and delays.

**Table 1. Distribution of respondents according to gender**

Gender	Frequency	Percent Frequency	Cumulative Percentage
Women	39	48.8	48.8
Men	41	51.2	100
Total	80	100	

According to table above mentioned, respondent include 51.3 % men and 48.8 % women

**Table 2. Distribution of respondents according to age**

Age	Frequency	Percent Frequency	Cumulative Percentage
Less than 30 years	22	27.5	27.5
30-35 years	19	23.8	51.3
35-40 years	18	22.5	73.8
40-45 years	9	11.3	85.0
More than 45 years	12	15.0	100.0
Total	80	100.0	27.5

In according the table, people were divided based on age and it included five groups. The first group had the highest percent frequency with (%27.5), follow-

ing groups were the highest, age of (30—35) %23,8, age of (35—40) %22.5, group of more than %14 and finally age between 40—48 had %11.3 respectively.

**Table 3. Distribution of respondents according to education**

Age	Frequency	Percent Frequency	Cumulative Percentage
Diploma	4	5.0	5.0
Associated Degree	11	13.8	18.8
Bachelor	38	47.5	66.3
Master	25	31.3	97.5
PhD	2	2.5	100.0
Total	80	100.0	

In according to table above mentioned, people was divided based on education. Based on the table, 47.5 % of people had Bachelor degree and

then Master Degree (31.3 %), Associated Degree (13.8 %), Diploma (%5) and PhD (%2.5) had the highest rank respectively.

**Table 4. Distribution of respondents according to “I accept my inability or failure”**

Age	Frequency	Percent Frequency	Cumulative Percentage
Completely agree	9	11.3	11.3
agree	45	56.3	67.5
No comment	16	20.0	87.5
Disagree	6	7.5	95.0
Completely Disagree	4	5.0	100.0
Total	80	100.0	

In according the table, 67.5% of respondents completely agree and agree with “I accept my inabil-

ity or failure”. 20% of respondents had not any idea and 12.5% completely disagree and disagree.

**Table 5. Distribution of respondents according to “I trust to myself most of the time”**

Age	Frequency	Percent Frequency	Cumulative Percentage
Completely agree	10	12.5	12.7
agree	37	46.3	59.5
No comment	19	23.8	83.5
Disagree	12	15.0	98.7
Completely Disagree	1	1.3	100.0
Total	79	98.8	12.7

Based on the results, 59.5% of respondents were completely agree and agree with “I trust to myself most

of the time” and 24.15 had not no idea and finally, 16.5% of respondents were completely disagree and disagree.

**Table 6. Distribution of respondents according to “I trust to my ability for facing with the most difficult problems”**

Age	Frequency	Percent Frequency	Cumulative Percentage
Completely agree	11	13.8	13.9
agree	33	41.3	55.7
No comment	27	33.8	89.9
Disagree	7	8.8	98.7
Completely Disagree	1	1.3	100.0
Total	79	98.8	13.9

In according to the table, 55.7% of respondents were completely agree and agree with “I trust to my ability for facing with

the most difficult problems” 34.2% had not any idea and 10.2% were completely disagree and disagree.

**Table 7. Distribution of respondents “I prefer others to make decisions for me”**

Age	Frequency	Percent Frequency	Cumulative Percentage
Completely agree	1	1.3	1.3
agree	3	3.8	5.2
No comment	11	13.8	19.5
Disagree	33	41.3	62.3
Completely Disagree	29	36.3	100.0
Sum	77	96.3	
No respondent	3	3.8	
Total	80	100.0	

In according to the table, 5.2% of respondents were completely agree and agree with “I prefer oth-

ers to make decisions for me” 14.3% had not any idea and 8.6% were completely disagree and disagree.

**Table 8. Distribution of respondents according to “I enjoy doing my job”**

Age	Frequency	Percent Frequency	Cumulative Percentage
Completely agree	13	16.3	16.3
agree	35	43.8	61.5
No comment	24	30.0	92.3
Disagree	4	5.0	97.4
Completely Disagree	2	2.5	100.0
Sum	78	97.5	
No respondent	2	2.5	
Total	80	100.0	

**Table 9. Distribution of respondents according to “? kU^WWSWbWUWS VLa\_ bWf”**

Age	Frequency	Percent Frequency	Cumulative Percentage
Completely agree	21	26.3	26.6
agree	34	42.5	69.6
No comment	22	27.5	97.5
Disagree	1	1.3	98.7
Completely Disagree	1	1.3	100.0
Sum	79	98.8	
No respondent	1	1.3	
Total	80	100.0	

Based on the research 61.5 % of respondents were completely agree and agree with “I enjoy doing my job” and 30.8 % had no idea and finally, 7.7 % of people were completely disagree and disagree.

Based on the results, 69.6 % of respondents were completely agree and agree with “My colleagues are experienced and competent” and 27.8 % had no idea and finally, 2.6 % of people were completely disagree and disagree.

**Table 10. Results of K-S**

Variables	Level test	P-value
Self-awareness	0.01	0.021
Self-confidence	0.05	0.650

## Test hypotheses

All of analyses were done by SPSS software and we used MExcel software in order to draw the tables. We measure emotional intelligence and job satisfactions by questionnaire. Questionnaire of emotional intelligence had various questions which is based on 5-point Likert scale (from 1-strongly agree, to 5-strongly disagree). We tested normality by K-S test. Then, we used Pearson regression in order to investigate relationship between emotional intelligence and job satisfactions. Finally, we used multiple regressions in order to investigate intensive relationship of components of emotional intelligence (self-confidence and self-awareness).

## Reliability and validity

The word validity is primarily a measurement term, having to do with the relevance of a measuring instrument for a particular purpose. In other word, validity indicates the degree to which an instrument measures what it is supposed to measure. For assessing validity, the questionnaire is vetted by experienced researchers and stated that our measuring instrument is valid and will result in correct measurement.

A reliability measure essentially shows us if researchers do a test repeatedly, the test would provide the same score or the same respondent. We use Cronbach’s alpha that ranges between 0 and 1. The

greater the value of alpha, the more the scale is coherent and thus reliable (alpha is actually an approximation to the reliability coefficient). Some

**Table 11. Pearson correlation between self-awareness and job satisfaction**

Self-Awareness	Variables
0.385	Job satisfaction
0.000	P-value

## Conclusion and Discussion

Finally, we concluded that for improving emotional intelligence of clerks should pay attention to self-confidence and self-awareness more than the other factors; on the other hand, two factors of self-awareness and self-confidence are related to individual behavior components. Thus, we concluded that emphasize on individual behavior of people in order to improve emotional intelligence for increasing job satisfaction. Meanwhile, among individual behavior should more emphasize on self-awareness and self-confidence.

Significant relationship exists between self-awareness and job satisfaction. Results of coefficient regression test:

**H0:** Significant relationship exists between self-awareness and job satisfaction

**H1:** There is not significant relationship exist between self-awareness and job satisfaction

In according to above-mentioned table, amount of relationship between self-awareness and job satisfaction is 38.5 %. Since, P-value is less than 0.05; we approve this relationship. In other words, significant relationship exists between self-awareness and job satisfaction. Furthermore, as result of coefficient, regression is positive; the relationship is positive and significant. In other words, by increasing self-awareness of clerks, job satisfaction will increase.

Significant relationship exists between self-confidence and job satisfaction. Results of coefficient regression test:

**H0:** Significant relationship exists between self-confidence and job satisfaction

**H1:** There is not significant relationship exist between self-confidence and job satisfaction

In according to above-mentioned table, amount of relationship between self-awareness and job satisfaction is 36.6 %. Since, P-value is less than 0.05; we approve this relationship. In other words, sig-

authors have proposed a critical value for alpha of 0.70, above which the researcher can be confident that the scale is reliable

**Table 12. Pearson correlation between self-confidence and job satisfaction**

Self-confidence	Variables
0.366	Job satisfaction
0.001	P-value

nificant relationship exists between self-confidence and job satisfaction. Moreover, as result of coefficient, regression is positive; the relationship is positive and significant. In other words, by increasing self-confidence of clerks, job satisfaction will increase.

## References

- Carmeli, A. (2004), The relationship between emotional intelligence and work attitudes, behavior and outcomes, *Journal of Management and Psychology*, 18 (8), 788–813
- Kulkarani, P. M., Jankiriam, B., Kumar, D.N. S. (2009), Emotional Intelligence and Employee Performance as an Indicator for Promotion, a Study of Automobile Industry in the City of Belgaum, Karnataka, India, *International Journal of Business and Management*, 4 (4), 161–171
- Leuci, M, S (2005). *The role of middle leaders in fostering organizational learning in a State cooperative extension service*. [Dissertation Abstract Ed. D]. University of Missouri- Columbia.
- Mayer J. D., Salovey P. (1997). What is emotional intelligence? In *Emotional Development and Emotional Intelligence: Educational Implications*, Salovey P, Sluyter DJ (eds). Basic Books: New York.
- Scott-ladd and Chan (2004), Emotional intelligence and participation in decision making: strategies for promoting organizational learning and change, *Strategic changes*, 13, 95–105
- Senge PM. (1992). *The Fifth Discipline: The Art & Practice of the Learning Organization*. Random House Australia: Milson Point, NSW.
- Stewart, V. R., (2006). *How organizational learning occurs through Academic Quality Improvement program (AQIP) action projects: A community college experience*. [Dissertation Abstract Ed. D].
- Watkin, C. (2000). Developing Emotional Intelligence. *International Journal of Selection and Assessment*.